

Test Security Procedures 2014-2015



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Office of Assessment, Program Accountability, and Curriculum

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INTRODUCTION AND OVERVIEW

This manual is designed for district test directors, building principals, and school test coordinators. Test security information must be understood and adhered to by all district and school personnel involved in the test administration or handling of materials related to the state assessment system (http://www.doe.nv.gov/NDE_Offices/APAC/Assessments/). Information for private schools and home-schooled students is located in their respective sections of this manual. [Terms and definitions](#) used throughout this manual are located in the [Appendix](#).

Participation

Nevada's system for assessing students consists of different tests administered to students enrolled in public schools, including charter schools, in specific grades and specific programs.

All students enrolled in public schools, including charter schools, at a grade level where a mandated test is administered statewide, must participate in test administration (NRS [389.550](#), [389.805](#), [389.807](#)). The [2014-2015 testing calendar](#) located in the [Appendix](#) provides information on required tests and administration dates.

Because participation rates for students are also used to determine [Nevada Schools Performance Framework \(NSPF\) ratings](#) (<http://nspf.doe.nv.gov/>), all public schools, including charter schools, must account for every student enrolled in grades 3 through 8, whether that student actually tests or not.

Federal and state requirements have been aligned so that **all** students must participate fully and meaningfully in the state assessments. Students with disabilities and students classified as [English Learners \(EL\)](#) must also participate and may use [accommodations](#) and/or [designated supports](#), as appropriate. Additional information is available in the [Usability, Accessibility, and Accommodations](#) section of this manual.

Private, Exempt, and Other Non-Public Schools

Students enrolled in private or exempt schools are not required to take the statewide examinations. However, private and exempt schools that have been granted a license or recognized as exempt by the [Nevada State Board of Education](#) may request to participate for a variety of reasons. EXAMPLE: Passing the [High School Proficiency Examinations \(HSPE\)](#) is an eligibility requirement for the Millennium Scholarship. For more information, go to http://www.nevadatreasurer.gov/GGMS/GGMS_Home/.)

In order to participate, private, exempt, and other non-public schools must meet the following requirements for each school year:

- Compliance with all private school statutory and regulatory requirements within NRS and NAC Chapter [394](#)

- Attendance at the annual Test Security and Administration Training Program for Private/Exempt Schools sponsored by the [Nevada Department of Education](#)
- Submission of a test security plan to the [Nevada Department of Education](#) at the beginning of the school year
- Submission of the principal's written assurance that the school will adhere to all required test security and administration procedures (See "[Assurances from Principals](#)" in the [Test Security Procedures](#) section of this manual.)
- Provision of annual test security and administration training for school personnel administering any of the tests and a refresher training for all relevant school personnel before each individual test
- Reading and following the procedures for each test administered within the school

Private, exempt, and other non-public school administrators must read and follow the procedures for each test administered within their schools. All test security and test administration procedures in this manual and all other manuals, including test coordinator manuals and test administration manuals, must be adhered to equally by private, exempt, and other non-public schools as well as by all public schools, including charter schools.

If private, exempt, and other non-public schools meet the requirements listed above, they may only test students who are currently enrolled. Students who are no longer enrolled in a private or public school and wish to take the HSPE must contact the [Millennium Scholarship Office](#) (http://www.nevadatreasurer.gov/GGMS/GGMS_Home/).

Test documents not returned in accordance with established deadlines to the designated testing company may not be scored and may be returned to the school. Private, exempt, and other non-public schools are responsible for distributing student test results to their students and for reporting those scores to the [Millennium Scholarship Office](#). Instructions for reporting student test results to the [Millennium Scholarship Office](#) will be mailed to each school early in May by the [Nevada State Treasurer's Office](#).

Private, exempt, and other non-public schools may lose the privilege of testing their students if they do not follow the test security and test administration procedures as established by the testing company and/or the [Nevada Department of Education](#).

Home-Schooled Students

Home-schooled students who are planning to apply for a [Millennium Scholarship](#) are required to pass the [HSPE](#). Home-schooled students who wish to participate must test when public school students test and must make arrangements to take the examinations by notifying the district test director at least 30 days prior to the test date to ensure access.

To register with the local school district, parents or legal guardians of home-schooled students must complete the "[HSPE Registration Form for Home-Schooled Students](#)" located in the [Appendix](#). Local school districts will receive the scores and will forward the results to the

students' home addresses. The home-schooled student scores will be reported separately from the school district's student scores and will not be included in district summary data. Additional information regarding the [Millennium Scholarship](http://www.nevadatreasurer.gov/GGMS/GGMS_Home/) Program is available at http://www.nevadatreasurer.gov/GGMS/GGMS_Home/.

Reporting Student Test Results

Reporting requirements for state assessments are as follows:

- Not more than 14 working days after the results of the examinations are reported to the Nevada Department of Education, the Superintendent of Public Instruction shall certify that the results of the examinations have been transmitted to each school district and each charter school. Not more than 10 working days after a school district receives the results of the examinations, the superintendent of each school district shall certify that the results of the examinations have been transmitted to each school within the school district.
- Not more than 15 working days after the school receives the results of the examinations, the principal of each school and the governing body of each charter school shall certify that the results for each student have been provided to the parent or legal guardian of the student.

TEST SECURITY PROCEDURES

To ensure consistency in test administration and the integrity of the [state testing program](#), proper test security procedures as outlined in this manual must be followed (required by [NRS 389.616](#)). Unless otherwise stated, test security procedures apply to all state-mandated test administrations, including actual (live) as well as field and pilot tests, and must be strictly adhered to.

All questions regarding test security must be directed to the [Nevada Department of Education](#) test security coordinator through the district test director. Written reports of testing irregularity (see [template](#) located in the [Appendix](#)) must be submitted to the district test director, who will review and forward the reports to the Department test security coordinator:

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I. District Test Security Plans

The board of trustees of each school district shall adopt and enforce a plan setting forth procedures to ensure the security of all state- and district-mandated tests. This plan must encompass all public schools, including district-sponsored charter schools, in the district. By September 1 of each year, the plans must be submitted to the [Nevada Department of Education](#), the [State Board of Education](#), and the [Legislative Committee on Education](#). The [Nevada Department of Education](#) will submit electronic copies of the district plans to the [State Board of Education](#) and the [Legislative Committee on Education](#) on behalf of the school districts. **Plans must be e-mailed to the test security coordinator at the [Nevada Department of Education](#) prior to the September 1 deadline.**

The district plan must be consistent with the procedures outlined in this document and must include the following criteria:

- Procedures by which students and other individuals may, and are encouraged to, report irregularities in test administration and test security
- The manner in which the school officials will contact the school district board of trustees regarding reports of testing irregularities and how the board will, in turn, notify the [Department](#) (includes the board identifying the district test director or other district official to act as its designee for reporting purposes)
- Procedures necessary to ensure security of test materials and consistency of test administration
- Procedures that each secondary school will use to verify the identity and eligibility of pupils taking an examination

- Procedures that set forth actions that must be taken in response to a reported irregularity in test administration or test security, including actions that must be taken during an investigation of the irregularity and identifying the individuals responsible for the actions in each category

In accordance with NRS [389.620](#), on or before September 30 of each year, the board of trustees of each school district and the governing body of each charter school shall provide a written notice regarding the examinations to the following individuals:

- All teachers and education personnel employed by the school district or governing body
- All employed personnel who are involved in test administration
- Pupils who are required to take the examinations
- The parents or legal guardians of these pupils

The written notice must be prepared in a format that is easily understood and must include a description of the following procedures:

- The district test security plan
- Action that may be taken against personnel and pupils for violations of the plan or for other testing irregularities

II. School Test Security Plans

Each school participating in state assessments will produce a school test security plan that must be kept on file at the school site and the district office for three school years. Private, exempt, and non-district-affiliated schools must submit their plans to the [Department of Education](#). (Plans for district-affiliated schools are not submitted to the [Department](#).) The school plan must be consistent with the procedures outlined in the state and district plans and must include, but is not limited to, the following provisions:

- Site-specific provision for locked storage and access
- The manner in which test materials will be distributed, collected, and returned
- The names and titles of the individuals responsible for carrying out the procedures
- Procedures for handling students who require additional time for testing
- Procedures to ensure compliance with testing accommodation plans

III. Training Requirements

In accordance with NRS [389.644](#), the [Nevada Department of Education](#) has established a program of education and training regarding the administration and security of state-mandated examinations. Upon approval by the [Department](#), the board of trustees of a school district or the

governing body of a charter school may establish an expanded program of education and training if the expanded program complies with the program established by the [Department](#).

The board of trustees of each school district and the governing body of each charter school shall ensure that the state-established program of education and training be provided annually to the following individuals:

- All teachers and other educational personnel who provide instruction to pupils enrolled in a grade level that is required to participate in state examinations
- Other personnel who are involved with the administration of state examinations, including individuals who will be expected to administer or proctor an examination in the event the assigned test administrator and/or proctor should become unavailable during the day(s) of testing
- All other school personnel as the district or school deems necessary
- Student teachers, teacher's aides, emergency substitute teachers, and parent and community volunteers who may assist with proctoring an examination

A list of [definitions](#) and responsibilities for school personnel involved in test administration is included in the [Appendix](#).

The principal of each school is responsible for **providing complete training annually in test security and test administration** for **all** school personnel. Schools must have a signature sheet indicating that school personnel and any others who assist in any way with the administration of state-mandated tests have been trained on proper administration procedures and security issues.

The principal of each school is also responsible for providing a refresher training prior to each state-mandated test administration focusing on specific requirements of the test being administered as well as an overview of test security procedures, taking into account the following requirements:

- Primary responsibility for test administration **must not** be given to unlicensed personnel, student teachers, teacher's aides, emergency substitute teachers, or parent and community volunteers.
- Only individuals who have received test security and administration training are allowed to administer or proctor an examination.
- Training must be designed to cover the following practices:
 - Instructions in proper handling of test materials
 - Instructions in proper test administration
 - Security procedures as outlined in this document
 - Additional security procedures as outlined in the district test security plan

- Information regarding protection of school district personnel regarding the disclosure of testing irregularities (See “[Protection of School District Personnel](#)” in the [Appendix](#).)
- Conditions related to testing, as stated in NRS [391.312](#), under which a teacher may be suspended, dismissed, or not reemployed
- Conditions related to testing, as stated in NRS [391.312](#), under which an administrator may be demoted, suspended, dismissed, or not reemployed
- Conditions related to testing, as stated in NRS [391.330](#), under which the [state board](#) may suspend or revoke the license of any teacher, administrator, or other licensed employee

Each individual who is involved with the administration of state examinations will acknowledge in writing that he/she has participated in the annual and/or refresher training and that he/she has been informed of and understands the following:

- All information provided by the school district related to proper test security and test administration
- The potential consequences for failure to observe and carry out the requirements of the state and district test security plans
- The potential consequences for failure to comply with the state and district test security plans

Training logs containing training dates and signatures of all participants must be kept at the school site and the district office for three years.

IV. Disclosure of Test Content and Approved Answers

Knowledge or review of actual test content is not necessary for valid test administration and is strictly prohibited.

- The questions contained in state-mandated examinations and the approved answers are confidential, and disclosure is unlawful except under the following circumstances:
 - To the extent necessary for administering and evaluating the examinations
 - When it is *necessary for the performance of the duties* of a
 - 1) State officer who is a member of the executive or legislative branch;
 - 2) Superintendent of schools of a school district;
 - 3) Director of curriculum of a school district;
 - 4) Director of testing of a school district.
 - Specific questions and answers may be disclosed if the [Superintendent of Public Instruction](#) determines that the content of the questions and answers are not being used in a current examination and making the content available to the public poses no threat to the security of the current examination process.

- [Department staff](#) and/or the [Attorney General's Office](#) are charged with determining whether gaining access to state-mandated examinations is necessary and permitted by law.
- Test administrators or proctors who are required to read test content to students as provided in their [testing accommodations](#) or [designated supports](#) must complete a “[Confidentiality Agreement Form](#)” ([template](#) located in the [Appendix](#)) prior to test administration.
- Test administrators, proctors, school administrators, teachers, substitute teachers, and any other school personnel are not allowed to review test content for any reason unless one of the exceptions previously listed applies.
- Test booklets or writing tests must not be copied or reproduced by any means without the prior written authorization of the test publisher and the [Nevada Department of Education](#), nor is any individual permitted to make notes on test content.
- Under **no** circumstances shall copies of test booklets, unreleased writing prompts, or student responses be circulated among faculty, administrators, or other persons.
- Test questions, approved answers, unreleased writing prompts, and answer documents containing student identifying information and/or responses are the confidential property of the [Nevada Department of Education](#), and not public record. Disclosure is strictly prohibited without written permission from the [Department](#) (i.e., in the event a district test director or other district official is conducting an investigation; or when schools retain copies of [High School Proficiency Examination \(HSPE\)](#) writing responses to allow for remediation.

V. Storage and Distribution of Test Materials

- Test booklets, writing prompts, and student responses must be stored in locked storage cabinets while located at the district or school site. At no time may examination materials be left unattended in any area where students and others have unsupervised access. This includes loading docks and mailrooms.
- The secure storage for test materials must not be accessible to anyone other than the principal or school test coordinator, or other designated individuals who require access to the secure test materials, nor can it be used for the storage of other materials to which unauthorized individuals have access.
- District test directors (or school test coordinators if testing materials are shipped directly to the schools) must follow the directions from the [Nevada Department of Education](#) and the testing company regarding the receipt of materials and the reporting of discrepancies.

- Secure testing materials are not to be distributed to test administrators until the prescribed date for test administration. (Exception: Materials for the [Nevada Alternate Assessment \(NAA\)](#) may be distributed, then securely stored prior to the test date, provided it is **not** a violation of the district or school test security plan.)
- The district test director must
 - Maintain a log identifying the serial numbers of the test booklets assigned to each school (if the district office receives test materials directly from the testing company);
 - Account for all test booklets and other testing materials immediately upon their return from each school's test coordinator (if the district office receives test materials from the schools for shipment to the testing company).
- The school test coordinator must
 - Maintain a log identifying the serial numbers of the test booklets assigned to each school;
 - Maintain a log identifying the serial numbers of the test booklets assigned to each test administrator and the times materials were picked up;
 - Account for **all** test booklets and other testing materials immediately upon their return from each test administrator, including times materials were returned.
- All test administrators must
 - Maintain a log identifying the serial number of the test booklet assigned to each student in the classroom;
 - Account for **all** test booklets (including extra booklets that were not distributed to students), writing prompts, student responses, [HSPE](#) formula sheets, and other testing materials, including scratch paper, before students are allowed to leave the testing room for any reason;
 - Place test booklets in serial number order before returning to the school test coordinator.
- On completion of testing, test administrators must return testing materials to the school test coordinator in a timely manner and not later than the end of the school day on which the test(s) is/are administered. If testing will take place over a period of more than one day, all testing materials must be returned to the school test coordinator at the end of each school day and picked up again in the morning of the next testing day, unless otherwise specified in the administration manual.
- District test directors (or school test coordinators if testing materials are shipped directly to the schools) must return answer documents and testing booklets in accordance with the established rules for the disparate testing programs. In each instance, this must be completed no later than Friday of the week following the close of the test administration window. It is imperative that schools strictly adhere to the district's timelines for the return of materials.

VI. Testing Locations and Prescribed Dates

Each test must be given in a public facility approved by the board of trustees or the governing body. Charter schools using on-line coursework as the primary mode of instruction must provide a centralized location for students to appear in person to take the scheduled state-mandated examinations. Any exception to this requirement must be submitted to the [Nevada Department of Education](#) in writing no later than 60 calendar days prior to the scheduled administration. The Department will notify the district or charter school of the decision in writing no later than one week before the scheduled test date.

In accordance with Nevada Administrative Code (NAC) [389.051](#), the [Nevada Department of Education](#) prescribes the specific date or range of dates on or during which an examination or examinations will be given. If a district has special circumstances that prohibit giving the scheduled examination during the designated dates, the district test director must submit a written request for a change of date to the [Nevada Department of Education Office of Assessment, Program Accountability, and Curriculum](#) at least 60 calendar days prior to the prescribed date of the test. The ability to grant requests may be limited both by the legislative requirement for uniform statewide administration and by contractual agreements with testing companies for scoring. Test directors in districts with year-round elementary schools, year-round track schools, or other scheduling conflicts will continue to work with the appropriate [Department assessment staff](#) to schedule appropriate times for administration of required assessments to those students who will be on break throughout the designated testing periods.

Examinations must be administered by licensed employees of a district or charter school who are trained in 2014-2015 test security and administration procedures and administered in a public facility approved by the board of trustees or the governing body. Unlicensed personnel, student teachers, teacher's aides, emergency substitute teachers, and parent and community volunteers may act as proctors and not as test administrators. EXCEPTION: Provided it is not a violation of **district** testing procedures, qualified paraprofessionals who have certified on the WIDA website (www.wida.us) for the appropriate assessments may administer the Speaking (all grades) and Kindergarten portions of the [English Language Proficiency Assessment \(ELPA\)](#). Administration must occur under the direct supervision of assigned, licensed personnel who are trained in 2014-2015 test security and administration procedures.

VII. Testing Environment

- Place-value indicators, number lines, charts, posters, or any materials that provide specific factual information or guidance (e.g., definitions, test-taking strategies, multiplication charts, hundreds charts, fraction-decimal-percent equivalency charts, graphic organizers, annotated samples of essays or paragraphs, or sample introductory and concluding techniques) must be removed or covered with blank, opaque material.
- Student desk/table tops must be cleared of any material not specified in the test administration manual. Material that is affixed to desk tops must be covered with blank, opaque material.

- All testing materials must be distributed or accessed prior to the beginning of the testing session.
- Scratch paper may only be plain unlined, lined, or grid-only (unlabeled) graphing paper. No other pre-printed material is permitted on the front or back except for student identifying information.
- Students may not have access to personal materials, including electronic devices, during testing unless a student has a specific accommodation or designated support. Unauthorized possession of such materials may result in invalid scores.
- Parents or guardians of students who are testing must not be allowed in the testing room.
- Students who are not participating in a specific test must not be allowed in the testing room while tests are being administered.
- The [HSPE](#) formula sheet is provided in the test booklet to assist students and is permitted for use during the Math test.
- **The following aids may be displayed, but individual copies may not be provided to students for use during the test:**
 - Writing scoring guides provided by the [Department of Education](#)
 - Word walls or word lists without definitions, visual aids (including color coding), or labels
- **Materials provided by the [Department of Education](#) may not be paraphrased or modified (except for enlargement).**

VIII. Administration of Examinations

- The identity and eligibility of all students who participate in testing at the secondary level must be verified in accordance with the district test security plan.
- Students who begin their senior year as credit deficient but have an academic plan projecting high school graduation by the end of the current school year may submit a written request to the district's Superintendent of Schools to take the examinations under the grade 12 schedule. School districts should maintain detailed documentation for students who meet these criteria.
- Administration of examinations to students NOT eligible to take them, including students who have previously passed, is strictly prohibited.
- Students are only permitted to take a test one time at a school during a test administration window.
- At least one test administrator and a sufficient number of proctors must be provided in each testing room to adequately supervise the testing. A ratio of one test administrator to not more than 30 students is strongly recommended.

- Districts or schools should arrange for Reading, Mathematics, Science, and Writing tests to be administered by school officials who do not teach the subject tested.
- Testing sign-in and sign-out sheets must include times.
- All individuals present in the testing room—including students, licensed and unlicensed personnel, and any unauthorized individuals who may have entered the room—must be documented.
- Additional materials beyond those specified in test administration instructions, or documented on a student’s testing accommodation form or as designated supports, cannot be provided to or made available to students for use during a test administration.
- At no time shall students be left unattended with testing materials.
- Test administrators must read and follow the script provided in the administration manuals for administering each test.
- Test administrators and proctors must circulate through the room, ensuring that students are on task and marking in the correct section of the test.
- Test administrators, proctors, or other adults may not provide assistance of any kind (including gestures, signals, rewards, or any other form of communication) beyond making certain that students understand the instructions for taking the test.
- Students may not provide assistance of any kind on testing material to other students.
- All incidents involving student cheating must be handled in accordance with district and/or school disciplinary action procedures.
- Photographing, recording, or transmitting any part of a test or testing session is PROHIBITED unless the activity is required for the administration of the [NAA](#).
- For all assessments, food and beverages are only permitted during a supervised break.
- A restroom break should be provided prior to the test administration. Breaks taken during the grade 3 – 8 administrations and the [HSPE](#) are allowed, but must be supervised, and peer interaction is prohibited. Breaks lasting more than 20 minutes for computer-based administrations will prevent students from returning to items already attempted in the section. See the specific test administration manual regarding breaks for the College and Career Readiness Assessment.
- For the grade 3 – 8 administrations and the [HSPE](#), additional time in a test-conducive setting **must** be allowed for any student who is working productively at the end of the scheduled testing session. Follow your school’s test security plan for guidance

regarding logistics. Students must not interact with peers during this process, and must be accompanied by trained, licensed staff while in possession of test materials. See the specific test administration manual regarding breaks for the College and Career Readiness Assessment.

- The [ELPA](#) and [Career and Technical Education \(CTE\)](#) Assessments are timed tests for students who are not testing with accommodations. See the testing accommodations form in the Appendix for information regarding additional time for these assessments.
- Students—including students testing with accommodations—may not return to a previously-administered test on a subsequent day. For the [Writing HSPE](#), both topics must be completed the same day, unless the Department has provided advance written approval for a special accommodation. Additional information regarding special accommodation requests is available in the [Usability, Accessibility, and Accommodations](#) (formerly Students with Special Needs) section of this manual.
- For the [NAA](#), students may take as many breaks as is necessary, resuming the test at the point where it was stopped during the previous testing session.
- Electronic devices are strictly PROHIBITED unless a student has an accommodation plan or designated support that allows a specific permissible device (see the [Usability, Accessibility, and Accommodations](#) (formerly Students with Special Needs) section of this manual for further information). Unauthorized possession of non-permissible devices may result in invalid scores.
- **Calculators are permitted for use on the math assessment in grades 3 – 8 and the End-of-Course Examinations, but must be free-standing if not part of an online assessment. Calculators are only permitted for the math [HSPE](#) if a student has an IEP that allows calculator use, and must be free-standing devices. Only four-function or scientific calculators are allowed. Graphing and programmable features are PROHIBITED. Calculators that require an electrical outlet, use paper tape, have sound capability, or have typewriter-style keypads are PROHIBITED, unless documented on a student’s testing accommodation form (see Appendix for more information).**
- All examinations must be administered in English. Translation by the test administrator/proctor of any test material (directions, passages, questions, and answer choices) to another language is PROHIBITED.
- The test administrator or proctor of the [ELPA](#) Speaking Test (all grades) and Kindergarten Test must have English native fluency.
- **All** testing materials, including test booklets, writing prompts, student responses, HSPE formula sheets, and scratch paper, must be returned to the test administrator and accounted for before a student is allowed to leave the testing area for any reason.

Extra care must be taken to monitor the students' use of scratch paper to avoid cheating.

- Students who finish before the end of the scheduled testing period may be excused according to school test security procedures. If students are not to be excused, they may bring books or other reading materials (paper versions only—no electronic devices) to occupy their time quietly if they complete testing early. These materials must not be on student desk or table tops while they are testing. Students may store these materials under their desks or on a table in the front or back of the room. Test administrators may also provide reading materials (paper versions only—no electronic devices) to students. Plan ahead for this activity, as it is not appropriate for students to reach into their desks or backpacks while testing is in progress. Drawing and writing are **not** permitted.
- Failure to adhere strictly to consistent and uniform test administration procedures may result in the invalidation of student scores. A student whose test has been invalidated may count as a participant on the assessment for purposes of [Nevada School Performance Framework \(NSPF\)](#); however the student will be placed in the lowest achievement level. For additional information on [NSPF](#), go to <http://nspf.doe.nv.gov/>.

IX. Reporting and Investigating Testing Irregularities

- All evidence and documentation related to test security investigations is confidential.
- If the [Department](#) has reason to believe that a violation in testing administration or testing security has occurred, the [Department](#) has an obligation to investigate the incident as it deems appropriate. Districts and schools are required to comply with the [Department's](#) requests for documentation and information relevant to the investigation (NRS [389.624](#)).
- In accordance with NRS [389.628](#), a school official who has reason to believe that a violation of the state or district test security plan has occurred must immediately report the incident to the district board of trustees. The district test security plan may require all reports of test security violations to be first directed to the school principal for reporting to the district board of trustees.
- If the board of trustees has reason to believe that a violation of the state or district test security plan has occurred regarding a state-mandated test, NRS [389.628](#) requires that the board of trustees must do the following:
 - Immediately report the incident to the test security coordinator at the [Department](#) either orally or in writing.
 - Ensure that a [Report of Testing Irregularity](#) is submitted to the [Department](#) within 14 school days after the incident occurred ([template](#) located in the [Appendix](#)).
 - Begin an investigation of the incident in accordance with NRS [389.628](#).

- ❖ If a potential breach in the security of the state assessment program has occurred, and the school has video surveillance equipment capable of downloading and saving a digital clip of the alleged occurrence, that clip must be retained as evidence for three school years.
- ❖ All other evidence related to test security investigations must be retained for three school years.
- In order to expedite the reporting process, the board of trustees may designate the district test director or other school district official to receive reports of test security violations on behalf of the board. The manner in which school officials will contact the school district board of trustees with regard to reports of test irregularities and how the board will, in turn, notify the [Department](#) must be clearly stipulated in the District Test Security Plan.
- The [Department](#) may choose to conduct an investigation separately or in conjunction with the school district.
- Upon receipt of a [Report of Testing Irregularity](#), the test security coordinator will review the report and issue a case number. The district test director will then receive a notification of receipt referencing the case number and name of the school where the irregularity occurred.
- The majority of the communication regarding the [Report of Testing Irregularity](#) will occur between the district test director and the Department test security coordinator.
- A team of reviewers consisting of the [Department](#) test security coordinator and specific assessment program manager will do the following:
 - Conduct a thorough review of the information contained in the [Report of Testing Irregularity](#).
 - If necessary, request additional information to assist in the review process from the school principal, district test director, or other school official involved in the reported testing irregularity.
 - Determine whether evidence exists to indicate that actions which resulted in the testing irregularity were conducted intentionally.
 - Determine whether evidence exists to indicate that consequences associated with the testing irregularity have resulted in, or could result in, significant damage to the program.
 - Determine whether sufficient evidence exists to warrant invalidation of student scores.
- If the [Department's](#) team of reviewers determines that an irregularity in test administration or security has occurred, but there is no evidence that the irregularity was intentional, and there is no evidence that the consequences associated with the

- irregularity could result in significant damage to the program, the test security coordinator shall notify the board of trustees or its designee in writing indicating the results of its findings. These results may include, but are not limited to, the following:
- A requirement for the district or school to conduct an additional administration of the examination
 - A requirement for the district or school to complete a corrective action plan
 - The [Department's](#) recommendations and/or requirements for inclusion in the district or school corrective action plan
- If the [Department's](#) team of reviewers determines that there is sufficient evidence that an intentional irregularity in testing administration or security has occurred, or there is evidence that the consequences associated with the irregularity (regardless of intent) resulted in or may result in significant damage to the program, the test security coordinator shall notify the board of trustees or its designee in writing indicating the results of its findings. These results may include, but are not limited to, the following:
 - A requirement for the district or school to conduct an additional administration of the examination
 - A requirement for the district or school to complete a corrective action plan
 - The [Department's](#) recommendations and/or requirements for inclusion in the district or school corrective action plan
 - A requirement for the district to begin an investigation in order to obtain further information regarding the testing irregularity
 - Information that the report is being submitted to the Deputy [Attorney General](#) for further review
 - A requirement for the invalidation of student test scores
 - When an irregularity in test administration or an irregularity in test security results in the invalidation of student test scores, those test scores **will** be included in the scores of students reported for the school for purposes of determining [NSPF](#). In addition, instances of cheating on state-mandated assessments require that a student's scores be invalidated. The student will be placed in the lowest achievement level. However, the student **may** be included in the school's count of students who participated in the assessment.
 - If the [Department's](#) team of reviewers determines that at least one testing irregularity occurred at a school during one school year on any state-required examination, excluding the [High School Proficiency Examination](#), and in the immediately succeeding school year, at least one additional irregularity of the same type occurs, the review team shall determine whether the irregularity warrants an additional administration of the examination.

- If the review team determines that an additional administration of the examination is required, the [Department](#) shall notify the school district and the school of this determination. The additional administration may include an entire grade or specific pupils as determined by the [Department](#).
- In determining whether to require a school to provide for an additional administration, the [Department](#) shall consider the following:
 - Whether the testing irregularity required the scores of pupils to be invalidated
 - Whether sufficient time remains in the school year to provide for an additional administration
- The additional administration must occur in the same school year in which the irregularity occurred. The school district shall pay for all costs related to the additional administration. Additional test administrations required of charter schools will be paid directly by the charter school itself.
- Unless determined otherwise, the district test director will coordinate the additional test administration, with the assistance of school district administrators as he/she deems necessary.
- A school principal will be required to file a corrective action plan with the [Department](#) under conditions which include, but are not limited to, the following:
 - When an investigation reveals that the testing irregularity resulted from inappropriate school-level test administration and/or an inadequate security protocol, including lack of appropriate storage and distribution of testing materials
 - When an investigation reveals that the school principal did not provide for adequate or sufficient training of school personnel in test administration and/or security procedures
- A district test director will be required to file a corrective action plan with the [Department](#) under conditions which include, but are not limited to, the following:
 - When an investigation reveals that the testing irregularity resulted from inappropriate district test administration and/or an inadequate security protocol, including lack of appropriate storage and distribution of testing materials
 - When an investigation reveals that the district test director did not provide for adequate or sufficient training of school district personnel in test administration and/or security procedures
- The Department test security coordinator will forward a report of testing irregularity to the Deputy [Attorney General](#) for review if an investigation reveals that a licensed employee of the school district or charter school (a) was responsible for a breach in the security or confidentiality of the test's questions or answers, or (b) intentionally

failed to observe and carry out the requirements of the district and state test security plans.

- If the report is forwarded to the Deputy [Attorney General](#), the Deputy [Attorney General](#) and the [Superintendent of Public Instruction](#) shall determine if there is sufficient evidence to issue a charging document against an individual or individuals.
- If it is determined that the evidence is insufficient to issue a charging document against an individual(s) for (a) a breach in the security or confidentiality of a test's questions or answers, or (b) intentional failure to observe and carry out the state or district test security plan, the [Department](#) test security coordinator will report this finding in writing to the district testing director. No disciplinary action will be taken by the [Department](#), but **this does not preclude a school district from taking disciplinary action.**
- If the evidence is sufficient to support a charging document against an individual(s) for (a) a breach in the security or confidentiality of a test's questions or answers, or (b) intentional failure to observe and carry out the state or district test security plan and the [Superintendent of Public Instruction](#) decides to take action for the suspension or revocation of the individual's license, a notice of complaint will be issued to the licensee.
- When there is sufficient evidence to take action against an individual's license, both the significance of the testing irregularity and the intent of the individual's actions are factors considered in evaluating the appropriateness of suspension or revocation of license.

X. Assurances from Principals

In accordance with NAC [389.054](#), the principal of each site where state tests are administered is required to accept responsibility for both the proper administration of the tests at that site and the physical security of the test materials including test booklets, prompts, and completed answer documents. Although the principal may choose to assign test scheduling and training responsibilities to a school test coordinator, delegating these duties does not absolve the principal of the ultimate responsibility for test security and proper test administration. The principal must be familiar with the prescribed procedures for administering the tests and certify, on an annual basis, that these procedures will be followed at the school. On or before September 15 of each year, the principal of each public school, including charter schools, shall submit to the Department of Education a statement that the principal will ensure that the school will comply with the regulations and statutes related to the confidentiality of testing materials, proper administration of the state-mandated tests, and provision for annual test security training as well as refresher trainings prior to each specific test administration.

To maintain uniformity for this requirement, the [Nevada Department of Education](#) has prepared a form entitled "Authorization to Administer Examinations in Accordance with [Nevada Revised Statutes](#) and the [Nevada Administrative Code](#)." Schools will receive this form from their

district test directors, who are responsible for collecting the forms from the schools and submitting them to the [Department](#). In the event that a new principal joins the school after the submission of the original authorization form, the school must submit a replacement form with the new principal's signature. **Only schools that have submitted a completed form are authorized to receive test materials.**

Private, exempt, and non-district-affiliated schools that participate in the [Nevada Department of Education](#) testing program must complete and return the form prior to receipt of any examination materials. Private schools that wish to participate in state assessments must be in compliance with all Private School statute and administrative code requirements within NRS and NAC chapter [394](#), must attend the [Nevada Department of Education's](#) test security and administration training in September, and must submit a school test security plan to the [Department](#) test security coordinator before being eligible to receive testing materials. **Failure to adhere to these requirements will result in disallowance to administer examinations at the school site.**

USABILITY, ACCESSIBILITY, AND ACCOMMODATIONS

Formerly “Students with Special Needs”

I. Recognizing Access Needs in All Students

All students (including students with disabilities, EL, and EL with disabilities) enrolled in Nevada public schools in grades 3 – 8 and 11 are required to participate in [Nevada’s assessment program](#). Access features, known as universal tools, designated supports, and accommodations, are available to allow better access to an assessment based on individual student need. A universal tool for one content focus may be an accommodation for another content focus. Similarly, a designated support may also be an accommodation, depending on the content target. Universal tools, designated supports, and accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the guidelines set forth in this manual. **Lists and descriptions of specific [universal tools](#), [designated supports](#), and [accommodations](#) are located in the [Appendix](#).**

[Universal tools](#) are available to **all** students, including those receiving [designated supports](#) and those receiving [accommodations](#), and are based on student preference and selection. [Designated supports](#) are available only to students for whom an adult or team has indicated the need for these features (as well as those students for whom the need is documented). Decisions to use [designated supports](#) must be made **prior to test administration** by professionals familiar with the student and the types of supports available for the specific assessment. [Designated supports](#) are enabled in the student information system for online administrations. For paper-based administrations, designated supports must be documented at the school level.

[Accommodations](#) are available only to those students with documentation of the need through a formal plan (i.e., IEP or 504). Those students also may use [designated supports and universal tools](#). [Accommodations](#) are designed to improve access to the assessment and its content while maintaining test validity and comparability of scores. For a complete list of state-approved accommodations, see “[Testing Accommodations for Students in Special Education and 504 Programs](#)” located in the [Appendix](#).

Modifications are changes in the administration and/or content of the assessment that affect the validity and consequences of the test results. The IEP or 504 committee may determine that a student requires a modification in order to have a meaningful testing experience; however, there are consequences associated with using testing modifications. The scope or content of what is being assessed is altered, and as a result, students who test using modifications are non-proficient and their scores will be in the lowest achievement category. Moreover, for determining [NSPE](#), students who test using modifications will be considered non-participants. In order to pass the [HSPE](#) and meet graduation requirements, a student must participate under regular conditions or with approved [accommodations](#), [designated supports](#), and/or [universal tools](#).

II. English Learners (EL)

Previous accommodations for EL students are now classified as [designated supports](#). For descriptions, see “[Universal Tools and Designated Supports](#)” in the [Appendix](#). Forms for accountability compliance may be obtained by contacting your district Title III Coordinator or the [Nevada Department of Education Title III Office](#):

Kulwadee Axtell, Education Programs Professional
Jonathan Gibson, Education Programs Professional

kaxtell@doe.nv.gov
jgibson@doe.nv.gov

III. Alternate Response Protocol for the [HSPE in Writing](#)

The following procedures apply for typed responses to the [HSPE in Writing](#): all auto-editing features, including spelling and grammar check, thesauruses, text-to-speech, speech-to-text, and word prediction are PROHIBITED and must be disabled. Use of those features will result in invalid scores.

IV. Scribing Protocol

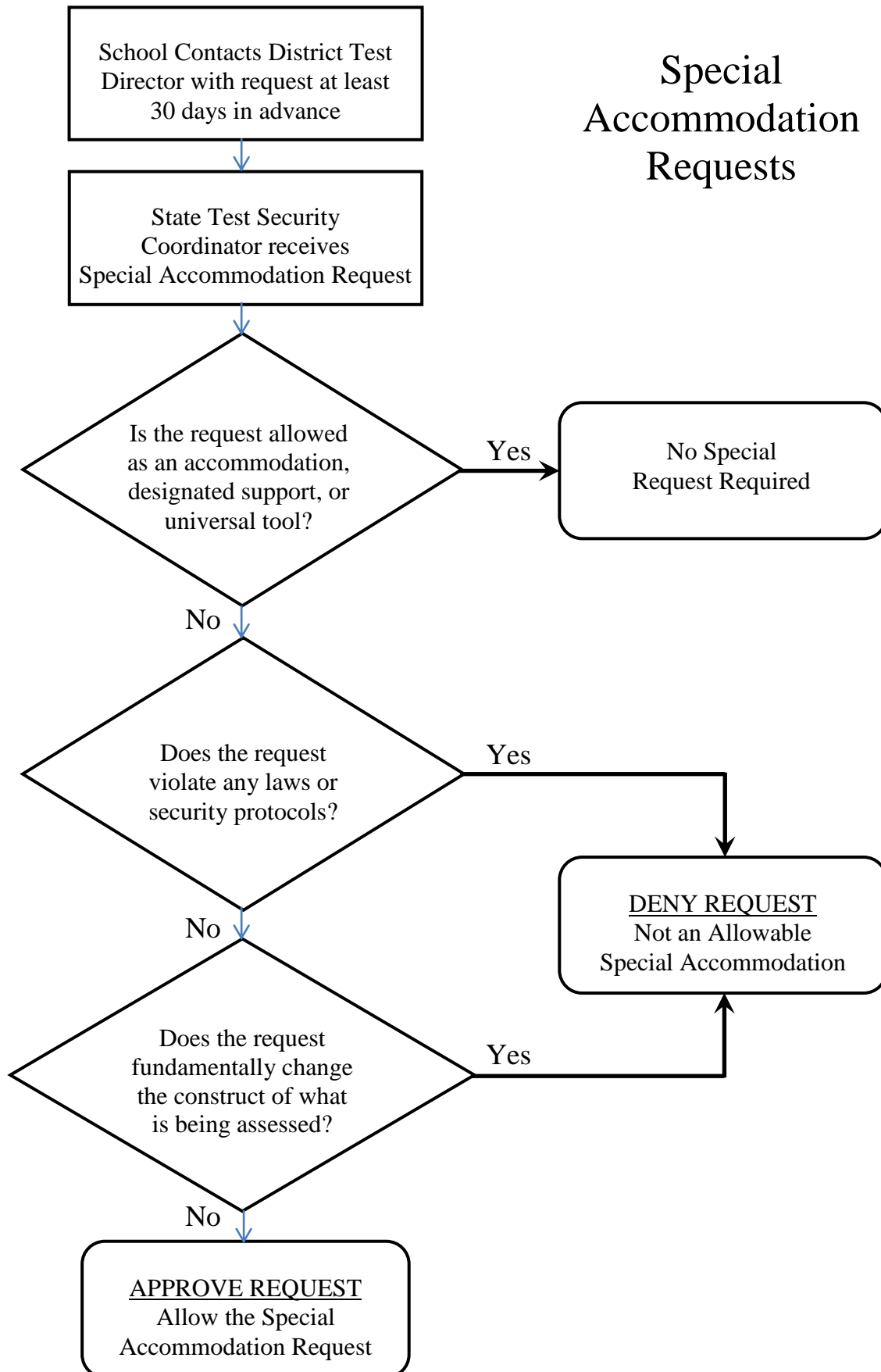
Scribing is permitted in Nevada state assessments as a non-embedded designated support or accommodation for all math and science items (including problem-solving work) and for grade 3 – 8 ELA **non-writing** items. A scribe is a specific adult who has been trained in test security and administration procedures for the current school year who records what the student dictates onto the answer document for paper-based administrations, or as an online response. A scribe is only permitted to record what the student dictates, exactly as the student dictates, without providing verbal or non-verbal assistance, (e.g., coaching, explanation, elaboration).

Detailed scribing instructions for the Smarter Balanced Assessments are available at <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/03/Scribing-Protocol.pdf>.

V. Special Requests

If the IEP or 504 committee considers a testing accommodation (for an individual student) that is not listed on the “[Testing Accommodations for Students in Special Education and 504 Programs](#)” form, the district test director may submit a written request for the accommodation to the test security coordinator at the [Nevada Department of Education](#). Requests should be submitted **as early in the school year as possible**, and no later than one month prior to the scheduled test date. The accommodation request must be reasonable and consistent with accommodations used in the student’s instructional program, and must explain in detail the student’s specific circumstances and the reason(s) the student requires the accommodation(s). Requests will be reviewed on a case-by-case, per administration basis and only if, in the judgment of the [Department](#), the requested accommodations do not affect the validity of the student’s score. Requests must be submitted for each administration in which the student plans to participate. The approval letter, if the accommodation is granted, must be included with the student’s IEP or 504 plan. The following flowchart describes the special request process.

Special Accommodation Requests



APPENDIX

Confidentiality Agreement Form

HSPE Registration Form for Home-Schooled Students

Nevada Department of Education Testing Calendar

Protection of School District Personnel

Report of Testing Irregularity

Terms and Definitions

Testing Accommodations Form

Universal Tools and Designated Supports

Confidentiality Agreement Form
Nevada Department of Education Testing Program

2014-2015 School Year Only

This form is to be completed prior to test administration by a test administrator or proctor who is required to read test content to students as provided in their [IEP/ 504 testing accommodations form](#), as a designated support, or as needed for the [NAA](#) and [ELPA](#). Test security procedures must be strictly adhered to in test administration for all students.

Test security and student confidentiality are of utmost importance to the [Nevada Department of Education](#). As a test administrator or proctor for students receiving accommodations and/or designated supports on state assessments, you have access to materials that must be regarded as secure, specifically, any content that you read in any of the testing booklets or writing prompts, and student responses. All materials must be treated as confidential. You are not to reproduce any materials, directly or indirectly, not to disclose the contents of these materials to anyone, not to discuss the test with anyone, not to take notes about what you read, and not to by any other means reveal the contents of the test.

We are certain that you share our concern that all assessment materials and student responses be handled in a professional, secure, and confidential manner. By signing this form, you agree to abide by these procedures.

Please retain the original signed form with the school's test security documentation. (Do not forward copies to the [Department](#).)

Teacher Name (please print)

Date

Signature

School/Work

HSPE Registration Form for Home-Schooled Students

Nevada Department of Education Testing Program

2014-2015 School Year

		Date	
Student Last Name	First Name	MI	Date of Birth / /
Student Grade*	Sophomore	Junior	Senior

Indicate requested test subject and date of testing. (See testing calendar for available dates.)

Reading	Test Date	Test Location
Mathematics	Test Date	Test Location
Science	Test Date	Test Location
Writing	Test Date	Test Location

Eligibility Requirements for Nevada High School Proficiency Examinations

*** In accordance with Nevada Administrative Code (NAC) [389.048](#), to determine eligibility for participation in Nevada [High School Proficiency Examinations](#), a pupil shall be deemed in grade 10 upon completion of at least 5 units of credit or 2 semesters of high school, grade 11 upon completion of at least 11 units of credit or 4 semesters of high school, and grade 12 upon completion of at least 17 units of credit or 6 semesters of high school.**

As the parent/legal guardian of this student, I am providing my assurance that the student meets the eligibility requirements for participation in Nevada High School Proficiency Examinations. Failure to comply with the rules and policies or falsifying information on this form may result in disqualification of eligibility.

Print Name of Parent/Legal Guardian	Signature of Parent/Legal Guardian	
District Administrator	Title	Date

Districts should maintain this form in their files. On the date of testing, the student must present the appropriate photo identification with name at the testing location.

*****DRAFT*****

Nevada Department of Education Testing Calendar for the 2014-2015 School Year

State Assessments	Grades	Dates/Windows			
English Language Arts and Math Assessments ¹ -online administration	3–8	Mar. 16 through the last day of instruction, or by June 12 (whichever is earlier)			
Science Test -online administration	5 and 8	Apr. 20–May 15			
English Language Arts I and II and Math I and II End-of-Course Examinations ²	Course Eligible Students	May 4–29			
Science Test	10	Mar. 2–6			
College and Career Readiness Assessment	11	Apr. 28		Make-up: May 12	
Reading, Math and Science Retests	11	Oct. 20–24	Mar. 2–6		
	12 and Adult	Oct. 20–24	Mar. 2–6	Apr. 27–29	July 6–10
Writing Test	11	Oct. 22	Mar. 4		
	12 and Adult	Oct. 22	Mar. 4	Apr. 29	July 8
Science and Writing Alternative Assessments	12 Eligible Students	Participation notification by Jan. 30 and submission of student work by Mar. 20			
Reading and Math Alternate Assessments	3–8 and 11 Students with Identified Disabilities	Feb. 2–May 1			
Science and Writing Alternate Assessments	5, 8 and 11 Students with Identified Disabilities				
Speaking, Listening, Reading and Writing English Language Proficiency Assessments	K–12 Limited English Proficient Students	Jan. 20–Feb. 27			
Workplace Readiness Skills Assessment -online administration	10–12 Career and Technical Education Concentrators	Mar. 9–Apr. 17		Retake: June 1–12	
End-of-Program Technical Assessment -online administration	10–12 Career and Technical Education Concentrators	Apr. 6–May 14		Retake: June 1–12	
National Assessment of Educational Progress ³	4, 8 and 12	Jan. 26–Mar. 13			

¹ The window for the English Language Arts and Math Assessments is necessary to meet the Nevada School Performance Framework reporting date (NRS 385.3613 and 385.366).

² The Math I and II End-of-Course Examinations will require students to use a scientific calculator.

³ Schools selected for National Assessment of Educational Progress 2015 participation will be contacted with their scheduled assessment and date within the administration window. For more information, refer to <http://nces.ed.gov/nationsreportcard/about/assessmentsched.asp>.

School districts may offer schools a smaller and more specific window for testing in order to accommodate individual scheduling and shipping needs. Please adhere to the testing windows for your specific school district.

Protection of School District Personnel

Regarding the Disclosure of Testing Irregularities

2014-2015 School Year

Nevada Revised Statutes (NRS) [391.600](#) through [391.648](#) provide for specific rights and responsibilities of school district personnel with regard to the disclosure of irregularities in testing administration and testing security relative to all state and district-mandated examinations. NRS [391.644](#) also requires the [Department](#) to annually submit a written summary of these rights and responsibilities to the board of trustees of each school district and to the governing body of each charter school.

Definitions

- **“Examination”** means achievement and proficiency examinations that are administered to pupils pursuant to [389.550](#), [389.805](#), and [389.807](#), and includes the following:
 - English Language Arts (ELA), mathematics, and science assessments in grades 3 – 8
 - [High School Proficiency Examinations](#) in Reading, Mathematics, Science, and Writing
 - End-of-Course Examinations
 - College and Career Readiness Assessment
 - Any other examinations that measure achievement and proficiency of pupils and which are administered to pupils on a district-wide basis
- **“Irregularity in testing administration”** means the failure to administer an examination in the manner intended by the person or entity that created the examination.
- **“Irregularity in testing security”** means an act or omission that tends to corrupt or impair the security of an examination, including, without limitation:
 - The failure to comply with the department or district security procedures.
 - The disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law.
 - Other breaches in the security or confidentiality of the questions or answers to questions on an examination.
- **“Reprisal or retaliatory action”** is action that is taken because the school official disclosed information concerning testing irregularities and includes, without limitation:
 - Frequent or undesirable changes in the location of an office;
 - Frequent or undesirable transfers or reassignments;
 - The issuance of letters of reprimand, letters of admonition or evaluations of poor performance;
 - A demotion;
 - A reduction in pay;
 - The denial of a promotion;
 - A suspension;
 - A dismissal;
 - A transfer; or
 - Frequent changes in working hours or workdays.

- “School official” means:
 - A member of a board of trustees of a school district;
 - A member of a governing body of a charter school; or
 - A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school.

Rights and Responsibilities

- School officials are encouraged to disclose testing irregularities, and it is the intent of the legislature to protect the rights of a school official who makes such a disclosure.
- A school official shall not directly or indirectly use or attempt to use his official authority or influence to intimidate, threaten, coerce, command, or influence another school official in an effort to interfere with or prevent the disclosure of information concerning testing irregularities. “Official authority or influence” includes taking, directing others to take, recommending, processing, or approving any personnel action such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation, or other disciplinary action.
- If reprisal or retaliatory action is taken against a school official who discloses information concerning testing irregularities within 2 years after the information is disclosed, the school official may file a written appeal with the [state board](#) for a hearing on the matter and determination of whether the action taken was a reprisal or retaliatory action. The written appeal must be accompanied by a statement that specifies:
 - The facts and circumstances leading to the disclosure of information concerning testing irregularities; and
 - The reprisal or retaliatory action that is alleged to have been taken against the school official.
- The [state board](#) may issue a subpoena to compel the attendance or testimony of any witness or the production of any materials needed as part of the appeal investigation.
- If the [state board](#) determines that the action taken was a reprisal or retaliatory action, it may issue an order directing the proper person to desist and refrain from engaging in such action.
- The [state board](#) may not rule against the school official based on the identity of the person or persons to whom the information concerning testing irregularities was disclosed.
- No school official may use the provisions outlined in this summary to harass another school official.
- A person who willfully discloses untruthful information concerning testing irregularities:
 - Is guilty of a misdemeanor; and
 - Is subject to appropriate disciplinary action.
- These provisions do not apply to offenses committed before July 1, 2001.
- Upon receipt of this summary, the board of trustees or governing body shall provide a copy of the written summary to all school officials within the school district or charter school.

Report of Testing Irregularity

Nevada Department of Education 2014-2015 School Year

This report must be completed within 14 days of the incident in which an irregularity in test security and/or test administration has occurred. A copy of this report is to be **filed with the test director in your school district**, who must immediately forward a copy of the report to the test security coordinator at the Nevada Department of Education. State public schools (not part of State Public Charter School Authority) and private schools must forward the report directly to the Department.

Address: 700 East Fifth Street, Room 107, Carson City, NV 89701
E-mail: cmason@doe.nv.gov Fax: 775-687-9240

Test Directors may contact Carol Mason (775-687-9260) at the Nevada Department of Education for more information.

School: _____ District: _____ Date: _____

Name of School Principal: _____ Phone #: _____

Name of Person Completing Form: _____ Phone #: _____

Title: _____ Date of Incident: _____

Test(s) for which the irregularity occurred (check all boxes that apply):

HSPE READING

☐

GRADE(S):

HSPE MATH

☐

GRADE(S):

HSPE SCIENCE

☐

GRADE(S):

HSPE WRITING

☐

GRADE(S):

END OF COURSE

☐

ELA I

☐

ELA II

☐

MATH I

☐

MATH II

GRADES 3–8:

☐

TEST(S)/GRADE(S):

NAA:

☐

GRADE(S):

ELPA:

☐

GRADE(S):

CTE:

☐

TEST/SUBJECT:

4. Procedures and publications distributed by the Nevada Department of Education contain provisions that should have prevented this testing irregularity.

Which procedure(s) was/were not followed?

5. What action has been taken to help ensure against future testing irregularities in your school?

6. Please provide your recommendation with regard to any further appropriate action that might be taken with regard to this incident.

7. What action was taken regarding students? Were answer documents coded as “invalid” (check one)? Yes _____ No _____

8. If question 7 is applicable, provide student information in the table below.

Last Name	First	MI	ID #	DOB	Subject(s)

Terms and Definitions

The following terms and definitions will be used when referring to the Nevada Department of Education testing program:

- **“Examination”** means achievement and proficiency examinations that are administered to pupils pursuant to 389.550, 389.805, and 389.807, and includes the following:
 - English Language Arts (ELA), mathematics, and science assessments in grades 3 – 8
 - High School Proficiency Examinations in Reading, Mathematics, Science, and Writing
 - End-of-Course Examinations
 - College and Career Readiness Assessment
 - Any other examinations that measure achievement and proficiency of pupils and which are administered to pupils on a district-wide basis
- **“Irregularity in testing administration”** means the failure to administer an examination in the manner intended by the person or entity that created the examination.
- **“Irregularity in testing security”** means an act or omission that tends to corrupt or impair the security of an examination, including, but not limited to, the following:
 - Failure to comply with state or district security procedures
 - Disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law
 - Other breaches in the security or confidentiality of the questions or answers to questions on an examination
- **“School official”** means the following:
 - A member of a board of trustees of a school district
 - A member of a governing body of a charter school
 - A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school
- **“District Test Director”** is appointed by the school district superintendent and refers to the individual who represents an individual school district on all matters of testing, including, but not limited to, the following:
 - Serving as a liaison between the local school district and the Nevada Department of Education
 - Assisting the local board of trustees in the development of a district test security plan
 - Organizing the district testing calendar
 - Ensuring that school principals and school test coordinators are adequately trained and informed of all relevant test administration guidelines and procedures
 - Disseminating and collecting testing materials

- **“School Test Coordinator” or “Test Coordinator”** is the school principal or a licensed individual appointed by the school principal and refers to the person who represents the school on all matters of testing that may include, but are not limited to, the following:
 - Assisting the school principal by serving as a liaison between the school and the district test director
 - Assisting the school principal in the development of school test administration procedures
 - Assisting the school principal in providing annual training for school officials involved in test administration
 - Assisting the school principal in organizing the test schedule
 - Assisting the school principal in the dissemination and collection of test materials
 - Assisting the school principal in assigning school officials to administer or proctor the assessments

Although school principals may delegate testing responsibilities to a school test coordinator, the school principal assumes final responsibility for the proper training and administration of all state-mandated testing.

- **“Classroom Test Administrator” or “Test Administrator”** is assigned by the school principal or school test coordinator and refers to a school official whose responsibilities may include, but are not limited to, the following:
 - Administering the assessment to an assigned group of students in accordance with all test security and test administration procedures
 - Assuming primary responsibility for the verification of the identity and eligibility of each student participating in the assessment (in accordance with procedures outlined in the district test security plan)
 - Assuming primary responsibility for the dissemination and collection of each student’s test materials
 - Assuming primary responsibility for the supervision of students during their participation in the assessment
 - Ensuring that students are taking the assessment in accordance with test security and test administration procedures
 - Following up on unusual behavior or activity on the part of the students
 - Assuming primary responsibility for ensuring that applicable time limits are being adhered to
- **“Classroom Proctor” or “Proctor”** is assigned by the school principal or school test coordinator and refers to a school official whose responsibilities may include, but are not limited to, the following:
 - Assisting the classroom test administrator in supervising students during their participation in the assessment
 - Ensuring that students are taking the assessment in the manner in which they were instructed by the classroom test administrator

- Immediately notifying the classroom test administrator of any unusual behavior or activity on the part of students
- Assisting the classroom test administrator in the dissemination and/or collection of test materials
- Assisting the classroom test administrator in ensuring that applicable time limits are being adhered to

Nevada Department of Education

Testing Accommodations for Students in Special Education and 504 Programs

First Name: _____ Last Name: _____ MI: _____ DOB: _____

Student ID #: _____ Eligibility: _____ School: _____ District: _____

Contact Person : _____ Title: _____ Date: _____

Attach this form to the Individualized Education Program (IEP) or 504 Plan; what is specified on this form should be aligned with what is described in the accommodations section of the IEP or 504 Plan, and should be used during the regular instructional day in the classroom. Accommodations are disability related and specific for each student. Relevant information from this form must be provided to the appropriate test administrator(s). Security procedures must be strictly adhered to in test administration for all students.

_____ **NO ACCOMMODATIONS**—The IEP/504 committee has determined that no accommodations are needed for this student. The student will test using standard conditions.

_____ **ACCOMMODATIONS**—The IEP/504 committee has determined this student will participate in state assessments **except those noted below*** with the accommodations selected on this form. (See the [Nevada Department of Education \(NDE\) Testing Calendar](#) for a complete list of assessments.) Accommodations not listed on this form require advance written approval from the NDE. **Additional access features—Designated Supports—are not considered accommodations, but are permissible and must be identified prior to test administration in the student information system. See [Nevada Department of Education Test Security Procedures 2014-2015](#) for more information.**

*College and Career Readiness accommodations must be requested in advance through the specific testing vendor.

*National Assessment of Educational Progress (NAEP) accommodations are administered in accordance with federal guidelines. Schools selected for participation will receive written procedures.

This student will use the following accommodations (check all that apply):

- _____ Abacus
- _____ Alternate Response Options (e.g., adapted keyboard or mouse, keyboard, touch screen)
- Describe: _____
- _____ American Sign Language (ASL), as part of the technology platform for grade 3 – 8 English Language Arts (ELA) **listening items**; an ASL **word-to-signed symbol glossary** for all math and science items (all assessments) or for Career and Technical Education (CTE) Assessments.
- _____ Braille, if available for the specific assessment
- _____ Calculator for the math High School Proficiency Examination (HSPE)—**IEP students ONLY**. Must be free-standing, 4-function or scientific device only. **Graphing and programmable features are PROHIBITED.**
- _____ Calculator with special features (e.g., Braille or talking scientific calculator) for calculator-approved math items in grades 3 – 8, End-of-Course, and HSPE (**IEP ONLY**). **Graphing and programmable features are PROHIBITED.**
- _____ Closed Captioning, if part of the technology platform
- _____ Large Print Test Booklet for paper-based administrations
- _____ Multiplication Table for math items **only**
- _____ Noise Buffer (device to screen extraneous sounds)
- _____ Print on Demand, if part of the technology platform
- _____ Read Aloud—Grade 6 – 8 ELA Reading **PASSAGES**, End-of-Course Reading **PASSAGES**, and for blind students at all grades who have not acquired adequate Braille skills
- _____ Scribe for all math and science items (all assessments) and for grade 3 – 8 ELA **non-writing** items. See *Nevada Department of Education Test Security Procedures*, [Students with Special Needs](#), for [scribing protocol](#).
- Describe: _____
- _____ Specialized Slate Board for problem-solving work on Braille tests

- _____ Speech-to-Text for grades 3 – 8. Students may use their own assistive technology devices.
- _____ Text-to-Speech—Grade 6 – 8 ELA Reading **PASSAGES ONLY**. Text is read aloud via embedded technology.
- _____ Up to twice the prescribed testing time for the English Language Proficiency Assessment (ELPA) or the Career and Technical Education (CTE) Assessments. **A student may not return to a previously-administered test following an unsupervised break or on a subsequent day.**

OTHER ACCOMMODATIONS

Accommodations not listed on this form require advance written NDE approval (attach approval to this form). The District Test Director must submit a written request to the NDE Test Security Coordinator at least 30 days prior to the test date.

NOTE: Students with a Section 504 Accommodation Plan are NOT permitted to use calculators on the HSPE (NAC 389.0565).

Describe: _____

_____ **NEVADA ALTERNATE ASSESSMENT (NAA)**—The IEP committee has determined this student meets the eligibility criteria for the NAA, and will not participate in the ELA, Math, and Science Assessments in grades 3–8, the End-of-Course Examinations, or the HSPE during the period of the current IEP. See [Nevada Alternate Assessment Administration Manual](#) for more information.

_____ **MODIFICATIONS**—The IEP/504 committee has determined this student will participate in the administrations in grades 3–8, the End-of-Course Examinations, or the HSPE using modifications. Students who test using modifications are **NOT** proficient and are **NOT** considered participants. Use of modifications must be a decision of the IEP/504 committee and must be documented below.

Modification(s): _____

Universal Tools and Designated Supports

Universal Tools are access features that are either provided as digitally-delivered components of computer-based administrations in grades 3 – 8, or as non-digitally-delivered components of administrations in grades 3 – 8, or the End-of-Course Examinations. Universal tools are available to all students taking those assessments and are based on student preference and selection. (See the High School Proficiency Examination (HSPE) test administration manual for instructions regarding breaks and permissible materials for that assessment.)

I. Embedded Universal Tools are available for all students taking computer-based administrations in **grades 3 through 8** and include the following as part of the technology platform:

- **Breaks** – The number of items per testing session can be flexibly defined based on the student’s need. There is no limit to the number of breaks a student may take; however, *breaks lasting more than 20 minutes for computer-based administrations will prevent students from returning to items already attempted in the section.* Breaks must be supervised.
- **Calculator** – Used with **math** items permitting calculator use. See next section, “Non-Embedded Universal Tools” for guidance regarding paper-based assessments (i.e., End-of-Course).
- **Digital Note Pad** – Item-specific tool for making notes on an item.
- **English Dictionary** – May be available for the full write portion of an ELA performance task. A full write (long essay) is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
- **English Glossary** – Grade and content-specific definitions are shown in a pop-up screen. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
- **Expandable Passages** – Passage or stimulus may be made larger on the screen.
- **Global Notes** – Note pad is available for the ELA Performance Task.
- **Highlighter** – Digital tool used for marking text.
- **Keyboard Navigation** – Allows movement through text.
- **Mark for Review** – Flag items for future review.
- **Math Tools** – Digital tools (embedded ruler, protractor).

- **Spell Check** – Writing tool for use in student-generated responses.
- **Strikethrough** – Allows user to cross out answer options.
- **Writing Tools** – Selected tools (bold, italics, bullets) available for student-generated responses.
- **Zoom** – Tool for making test/graphics larger.

II. Non-Embedded Universal Tools are permissible for all students taking **administrations in grades 3 through 8, and End-of-Course Examinations**, and are **not** part of a technology platform. (See the HSPE test administration manual for instructions regarding breaks and permissible materials for that assessment.)

- **Breaks** – May be given at pre-determined intervals or after completion of sections/parts of paper-based administrations to combat fatigue, for medical reasons, or to allow for second-language processing. All breaks **must** be supervised, and students may not return to a previously-administered section or part on a subsequent day.
- **Calculator** – Used with math items **only**. Calculators must be **free-standing, scientific or 4-function devices only. Graphing and programmable features are PROHIBITED.**
- **English Dictionary** – May be used for the End-of-Course Writing Examination and for the full write (long essay) portion of the grade 3 – 8 ELA performance task. A full write (long essay) is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
- **Highlighter** – Used for marking text.
- **Mark for Review** – Flag items for future review (e.g., post-its).
- **Scratch Paper** – Used for note-taking, computations, etc. Scratch paper may only be plain unlined, lined, or grid-only (unlabeled) graphing paper. No other pre-printed material is permitted on the front or back except for student identifying information.
- **Thesaurus** – May be used during the End-of-Course Writing Examination, the full write (long essay) of the grade 3 – 8 ELA performance task (a full write/long essay is the second part of a performance task), or when encountering terms during interaction with text (applies to End-of-Course Examinations and grade 3 – 8 administrations). The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Designated Supports are features permissible for use by any student for whom the need has been identified by an educator/team, and must be identified **prior to test administration** in the student information system. Decisions to use designated supports should be made by professionals familiar with the student and the types of supports available for the specific assessment.

I. Embedded Designated Supports are available for all students taking computer-based administrations in **grades 3 through 8**, for whom the need has been identified **prior to test administration**, and include the following as part of the technology platform:

- **Color Contrast** – Adjust screen background, font color, etc. based on student need.
- **Masking** – Blocking off content that is not of immediate need or distracting.
- **Text-to-Speech** (math stimuli items and grade 3 – 8 ELA items **EXCEPT** reading passages) – Text is read aloud via embedded technology.
- **Translated Glossaries for math items** – Embedded translated glossaries provided for selected terms for math.
- **Translated Test Directions for math items** – Language support available prior to beginning the actual test items. Students can see test directions in another language.
- **Turn Off Any Universal Tool** – Disable any universal tools that might be distracting or that students do not need to use, or are unable to use.

II. Non-embedded Designated Supports are permissible for all students taking administrations in grades 3 – 8, End-of-Course Examinations, or HSPE **UNLESS OTHERWISE STATED** for whom the need has been identified **prior** to test administration, and are **not** part of a technology platform:

- **Bilingual Dictionary** – **THIS OPTION IS NOT AVAILABLE FOR END-OF-COURSE READING, HSPE READING, OR HSPE WRITING.** A bilingual/dual language **word-to-word** dictionary may be used for End-of-Course Math and Writing Examinations, HSPE Math and Science, grade 3 – 8 math and science items, and the grade 3 – 8 full write ELA performance task. A full write (long essay) is the second part of a performance task.
- **Color Contrast** – Test items may be printed with different colors.
- **Directions** at the beginning of the test provided word for word, in English, on a separate paper.
- **Magnification** – Size adjustments with an assistive technology or manual device.
- **Masks or Color Overlays** – Placed over paper-based assessment.

- **Read Aloud – THIS OPTION IS NOT AVAILABLE FOR HSPE READING OR GRADE 3 – 5 ELA READING PASSAGES.** Text is read aloud by a trained test administrator or proctor, in English, for End-of-Course Math, HSPE Math and Science, grade 3 – 8 math and science items, and grade 3 – 5 ELA items **EXCEPT** reading passages. **Verbalizing, explaining, or defining symbols, including numerals, is PROHIBITED.** Paraphrasing or explaining any part of the test is **PROHIBITED**. See Testing Accommodations for grade 6 – 8 ELA and End-of-Course Reading information.
- **Scribe – THIS OPTION IS NOT AVAILABLE FOR END-OF-COURSE WRITING, HSPE WRITING, OR GRADE 3 – 8 ELA WRITING ITEMS.** Students dictate responses to a test administrator or proctor who records **exactly** what the student dictates for End-of-Course Math, HSPE Math and Science, grade 3 – 8 math and science items, and grade 3 – 8 ELA **non-writing** items. See *Nevada Department of Education Test Security Procedures 2014-2015*, [Students with Special Needs](#), for [scribing protocol](#).
- **Separate Setting** – Test location altered so that student is tested in a setting different from that made available for most students. A licensed teacher who has received test security and administration training for the current school year may serve as test administrator when a student requires it.
- **Small-Group Administration (1-20 students)**
- **Sound Amplification Device**
- **Special Lighting**
- **Specific Test Administrator** (e.g., special education teacher, guidance counselor)—must be a licensed teacher who has received test security/administration training for the current school year.
- **Study Carrel** or reasonable substitute
- **Time of Day** when the student is expected to do his/her best work
- **Translated Glossaries** – for math and science items
- **Translated Test Directions** – Students can see test directions in another language **PRIOR TO ADMINISTRATION**. A specific adult who has received test security and administration training for the current school year may translate the test directions into a student’s native language.